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TEACHING OF CHILD DEVELOPMENT THROUGH 4-H CLUB WORK

By

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Division of Cooperative Extension

United States Department of Agriculture

DISTRIBUTION: A copy of this circular has been sent to each State extension director, State and assistant State leader in home demonstration work and in club work, parent-education specialist, and to each agricultural-college library and experiment-station library.

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FOREWORD

During the past 10 years, several important phases of work in child development have been woven into the 4-H homemaking club program. This has been due largely to the increasing general interest in child development and the introduction of extension specialists in this field. Beginning with the organization of a 4-H Sisters' Club in Massachusetts in 1921, 4-H club girls in a number of States have been guided through their 4-H club work to help their younger sisters and brothers in formulating desirable food habits, in wearing self-help clothing, in playing constructively with simple, often hand-made toys, and in adjusting themselves happily to a self-help home environment. However, in spite of the progress made, little literature along these lines has been prepared especially for 4-H club members. It is therefore felt that the programs in child development for 4-H club members suggested by Miss Esther Friesth in this study will prove valuable in expanding and enriching the 4-H club program through developing in 4-H club girls, particularly those of the older group, better understanding of the needs and capacities of young children at different age levels and greater skill in helping young children to become properly adjusted to their home environment, as well as through developing in 4-H club girls those attitudes and technics that make for constructive family and community relationships.

Gertrude L. Warren

Gertrude L. Warren,
Organization, 4-H Club Work.

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INTRODUCTION

This study deals with the development of a program in child development for 4-H club girls. The problem is to present the child development material in such a way that it will appeal to the different age groups found in 4-H clubs. It is the purpose of this study to give assistance to State and county extension workers in developing a worthwhile program. Specific emphasis has been placed on the characteristics of youth in developing plans that will best fit their needs and interests.

The problem is particularly pertinent to the rural girl because she comes from a larger family than does the urban girl. In 1930, the average rural-farm family was 4.02 as compared to 3.26 for the average of the urban family.1/ Eighty-nine per cent of the rural and village adolescents stated that they had brothers and sisters living at home, as against 77 per cent of the small city children and 78 per cent of the urban children.2/ Since the responsibility for the care of children usually falls directly upon the farm family, many of the 9,600,000 boys and girls between the ages of 10 and 24 on farms have the responsibility of caring for younger members of their families.

Many of the rural girls marry early and, if they are to establish homes on a higher level than the ones they are leaving, they must be given a vision of a better family pattern and more training in child development. A wealth of material has been written on child development in books, magazines, newspapers, etc., but little thought has been given to the use of this material in enabling the rural girl to contribute in a more satisfying way to her family group.

In view of the fact that 4-H club records show a decided decrease in enrollment after the young people reach the age of 15, there is evidently a need for a varied program to hold the interests and fill the needs of these older club members. In a recent study, it was found that a number of boys and girls left 4-H club work because they thought they were too old or had outgrown the work.3/ As young people grow older they want more responsibility; they like activities that will give them prestige in their homes as well as in the community. A developmental attitude is necessary in preparing child development programs to challenge their interest.

Home demonstration workers often find that rural girls who have left school and have taken up no definite occupation are generally dissatisfied with their situation. Regardless of the social level of their families, economic dependence, vocational handicaps, lack of social contacts, maladjustments in the family seem to hinder the girls from finding a station in life which brings personal satisfaction and social approval.4/ This is a vital problem of

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1/ 1930 Census.
2/ White House Conference on Child Health and Protection. Section III committee. A Preliminary Report. August 1930. P. 32.
3/ Crile, Lucinda. The Relationship of Age and Other Factors to Enrollment and Continuation in 4-H Club Work. Extension Service Circular 183. P. 24.
4/ Miller, Nora. Out-of-School Girls in a Rural County. Journal of Home Economics, June-July 1933. Vol. 25, No. 6.

rural girls and it should be the objective of extension workers to prepare them to live a more satisfying life and to make intelligent choices as to the trend their life shall take. They need preparation for the future in terms of vocational guidance for kindergarten and nursery school work, child nurse, buyers in children's clothing departments, salesladies in children's toys, clothing, equipments, etc., community responsibility, better relationships with own family, solution of own problems as a result of child development training, and also in terms of a family in which they will have the role of wife and mother.

Opinions differ in regard to the presenting of such a program, because of the difficulty of securing the interest of the girls in the younger group. Many agree that the approach is the most important thing. It would seem that the approach should be considered from two different age-group levels including the younger group from 10 to 15 or 16, and the older group from 16 to the time when they marry and their interests are absorbed by adult extension work. The primary purpose of extension workers in teaching child development is to develop a keen sense of responsibility in club girls as family members, to show them how they may influence their younger brothers and sisters, and to assist them in acquiring wholesome and well-balanced attitudes regarding their own family members as well as those outside their homes.

SOURCE OF DATA

Data for this study were secured from the following sources: State reports of extension in the Office of Cooperative Extension, State mimeographed material on child development, radio talks on child development, review of published books, and material obtained from specialist in child development connected with national organizations.

As a preliminary step to this study, an analytical study was made to evaluate the background and needs of rural girls in the field of child development. Some extension work is being done along this line, but there is still much to be accomplished. A review of what has already been done by extension and other organizations was made prior to the development of plans for including child development in 4-H club program.

FARM FAMILIES LACK KNOWLEDGE OF CHILD DEVELOPMENT AS A SCIENCE

In the past, club girls have had little training to enable them to deal with their younger brothers and sisters in a scientific way. This is largely due to the fact that their parents generally have given little thought to training children in a scientific way. Schools, probably, have done more in this line than any other agency, but they reach only a small portion of the rural girls. Parents have learned largely through tradition how to bring up their children. Without scientific background parents have not realized that a person's successes or failures in life may be a result of experiences as a child when some ambition was either discovered or crushed.

Parents who have been educated through tradition and experience may have influenced other members of their family to think:5/

"That good physical care in a comfortable home was all children needed."

"That children inherited traits and disposition which no training would change."

"That a child's education began the day he entered school."

"That children were not affected by the emotional state of others."

"That children in the same home live in the same environment."

"That children in the same family should be treated alike."

"That respect for parents should be instilled through fear."

"That 'no, no' and 'don't, don't' tend to make good children."

"That children should always obey without question."

"That parents who waited on their children even after they were grown were self-sacrificing, and that the children should return their devotion by clinging indefinitely to the home."

Traditions and experience may assist or they may be decided handicaps if not properly guided. It would be wise if the parent could have the scientific knowledge of research to examine traditional and personal experimental beliefs when some particular point is in question.

"Parenthood as such has lost its halo; there is an ever widening difference between good parenthood and just being parents. Years ago, Phillips Brooks said, 'The future of the race marches forward on the feet of little children.' Today we know that the direction those feet take and the rapidity of their progress depend largely upon the intelligence and wisdom of parents."6/

The influence of such organizations as American Child Health Association, Child Welfare League of America, Inc., and the different research centers have most generally affected the urban parents. The lack of this influence in the rural sections has been due partly to the lack of organizations through which to disseminate the material. Then, too, rural people are more conservative and less inclined to accept quickly new scientific findings. They are more concerned about their physical development than they are the mental and personality development of the child.

Rural people need a more scientific background to understand the literature on child problems today. One often hears women say, "We are better able to interpret the literature on child problems now after a course in child care and training given by an extension specialist."

Due to the background of isolated farm areas, the people have not been so conscious of the importance of social development. The psychology of the human mind is comparatively foreign to them, and the part psychology plays in developing a personality that will help a child through a successful and abundant life, the ability to understand family relationships, and the ability to mold his life to fit into that family life has not been pointed out to them. Some family groups have successfully worked this out for themselves, but have been unaware of the scientific reasons for their choices.

5/ Walls, Edna E., Illinois Child Development Specialist. Annual Report. 1933.
6/ Walls, Edna E., Illinois Child Development Specialist. Annual Report. 1933.

Dr. George D. Stoddard strikes the keynote of seriousness caused by the lack of child development knowledge when he says: "The lack of scientific knowledge varies from gross and dangerous ignorance to dependence on traditional patterns of discipline, for instance - which serves after a fashion, but falls far short of the best current practice. Since school systems have neglected the child and everything about him as possible objects of study, most people have had to learn parental techniques by trial and error."7/

Parent education has proved effective as training "on the job", especially when the children are very young. But only a fraction of one per cent of the population is touched by parent education in systematic forms.

AVAILABILITY OF LITERATURE RELATIVE TO CHILD DEVELOPMENT

The reason that farm families lack scientific knowledge relating to child development may revert to the lack of accessible literature concerning this problem. The working out of ways to handle this situation would be helpful in connection with introduction of a child development program for rural girls.

In the number of extension surveys made on "Reading Material in Farm Homes", it would be unfair to infer that what these farmers read represented their reading interests. These surveys showed that farm people read what was at hand, and that was very little.

Eighty-two per cent of our entire rural population live outside of local library service areas.8/ Therefore, it is obvious that there has been a lack of child development as well as other reading material made available.

Extension workers have stated that the insufficiency of child development literature available to rural people is a great handicap in their work. Recently State agricultural and library extension workers have cooperated in stimulating rural reading and in providing the needed child development books in a number of States. These two groups of extension workers concerned as they are with equalizing opportunities for rural people are natural allies. Collections of books, chosen by the State home demonstration leader, have been made up by the library agencies in several States and sent to clubs of rural women at request of the home demonstration leader. Home demonstration agents say that child development projects such as home improvement, clothing and nutrition, and child development are encouraged and that many books and magazine articles have been read by the women carrying on these projects. Some States have excellent cooperation with the State library commission in providing books on child development.9/

In 1932, seven States, including Illinois, Minnesota, Massachusetts, Oklahoma, New Jersey, Michigan, and Iowa, had 32,874 members enrolled in their child development projects. Among that group only 6,657* books on child development

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7/ Stoddard, George D. Educating the Very Young Children, Child Study Assoc. of America. Viking Press. P. 219.
8/ Library Extension Board of American Library Association. Library Extension: A Study of Public Library Conditions and Needs. 1926.
9/ The American Library Association. Books and Rural People. Oct. 1932.
* Refer to footnote on page 46.

were read and only 35,797* magazine articles were read. This means, on the average, the members enrolled read 1/5 of a book and slightly more than 1 magazine article apiece. To see the number read by States, refer to Table 4.10/

In spite of the excellent work done by extension workers there are still many people who have not had child development literature made available to them. County library development would be an excellent thing, but it is still in an early stage, with only 231 of the 3,065 counties having this service. Once county library service is established, close cooperation with county agricultural extension workers and with all rural organizations follows as a matter of course. This arrangement has the advantage of being centrally located and easily accessible to the rural people. This was carried out in one county in California and was very successful. In Madera County, California, 117,775 books were borrowed from the county library during 1930, or an average of 6.8 books per capita.11/ Very few State library agencies surpass that total circulation in their annual book service to the entire State; none of them even approaches the per capita figure. This shows what a tremendous interest rural people have in reading, if it is only made available to them.

Library extension workers have realized the lack of literature for the rural youth, and have talked on reading at 4-H club round-ups, placed traveling libraries in 4-H camps, and have occasionally circulated books in the boys' and girls' buildings during the State fair time.12/

Mr. M. C. Wilson, In Charge Extension Studies and Teaching, United States Department of Agriculture, found that over 56 per cent of the 3041 farms surveyed in seven States received women's magazines. In these magazines would be found most of the child development material available to those homes. The survey was made in Ohio, Minnesota, and Wisconsin in 1927, Rhode Island and Michigan in 1928, Nebraska in 1929, and New Jersey in 1930. The receipt of newspapers and magazines in farm homes is given in Table 1.

TABLE 1

Newspapers and magazines received by farmers in Minnesota, Wisconsin, Ohio, Michigan, Rhode Island, Nebraska, and New Jersey, 1927-1930 13/
3041 farms

Kind of paper	No. farms receiving	Percentage	No. received	Average
Farm papers.....	2748	90	7178	2.6
Women's magazines.....	1712	56	2928	1.9
Daily papers.....	2363	78	2762	1.2
Weekly papers*.....	1436	54	1757	1.2
Any of above papers.....	2948	97	14625	5.0

10/ Office of Cooperative Extension Work. National Statistical Summary, 1932.
* Refer to footnote on page 46.
11/ American Library Association. Books and Rural People. Oct. 1932.
12/ American Library Association. Books and Rural People. Oct. 1932.
13/ Wilson, M. C. Data from various studies. Extension Service, U. S. D. A.
* 6 States.

The inadequacy of the child development material made available to farm people through library facilities and newspapers and magazines emphasizes the need for material to be disseminated by specialists. While the extension development specialists have been responsible for disseminating literature to farm people much remains for the extension service to do along this line.

MEDICAL AND OTHER HEALTH FACILITIES IN THE COUNTRY

The isolation of the farm limits the farm family from proper medical and other health facilities. The recent trend has been for the doctors to continue to leave country towns in some places faster than improved roads and more automobiles can make up for the loss. In most cases those doctors remaining in the rural towns are the oldest groups of doctors. These are usually semi-retired and do not feel equal to doing some of the extra activities desirable for the general welfare of the community. Then there is "the clever young city physician who frankly states that he is interested only in hospital and office cases, so the medical care available is oftentimes very mediocre and limited.14/ One rural health specialist states that "while there was a gain of 77 per cent in counties with nurses from 1924-1931 (according to the report in the cost of medical care) all this progress and perhaps more has been lost in the past two years. This has curtailed to a very serious degree the splendid work done by school and district nurses. The work done previously was of necessity limited because of the large territory covered and the fact that so much time was spent in curative work alone. 15/ In Connecticut "no other agency besides extension in rural Connecticut attempts to give any instructions to home makers on:

Care of the sick
First aid
Temperature, pulse and respiration
Bandaging
Care of the feet
Poultices
Home medicine chest.15/

In the last 20 years some progress has been made in rural areas as the infant mortality rate has been decreasing.16/

In some States as in Illinois, "in view of the fact that there are fewer health agencies in the country interested in the health of rural boys and girls, that the county health nurse is seldom a physician, and that the health of the rural people is greatly below that of the city people, the health education project was planned to assist existing country health agencies."17/

The death rate among farm people, particularly children, the lack of control of communicable diseases, the decrease in the number of country doctors, the scarcity and inaccessibility of hospitals, and above all, inadequate knowledge of the principles of public health and sanitation should be an increasing challenge to rural leaders.

14/ MacDonald, Lisbeth. Connecticut Health Specialist. Annual Report. 1933.
15/ MacDonald, Lisbeth. Connecticut Health Specialist. Annual Report. 1933.
16/ U. S. Bureau of the Census.
17/ Walls, Edna E. Illinois Child Development Specialist. Annual Report. 1933.

Since "the rural territory is large, and the facilities to cover it are small, the limited professional personnel is faced with the overwhelming task of trying to bring a health service to scattered families in isolated districts."18/ In this there is needed the assistance of the lay people of the community to help carry on the work. It seems that the development of facilities which might meet the child health needs could be a part of the child development program. Here is a chance for the 4-H club girl to be of great value to her community. The health workers have inadequate budgets to cover expenditures for the large number of children requiring assistance. Not only is there a scarcity of medical and dental service, but also the poverty of many families makes it impossible for them to provide corrective work. Even when health clinics are held many do not have transportation to the clinics. Therefore club girls could arrange for people with cars to see that these people could be brought in to the clinics. If such were the case, the professional workers could give more attention to the services to the community. Club girls could also help with the clinics in caring for children who are waiting for the doctor, preparing the children for doctor's examination, and actually assisting with weighing and measuring of children. Other health projects might be gathering and renovating clothing to outfit children to protect them from severe exposures and raising money to provide under-nourished children with milk and cod liver oil and materials for layettes and maternity kits.

DEVELOPMENT OF RESPONSIBILITY AND INDEPENDENT THINKING IN EVERY CHILD AT AN EARLY AGE

In homes where there are older brothers and sisters, the opportunity for a younger child to gain self-expression and independence is usually lost sight of. Older members of the family want things to move quickly, and it is so much easier to do things for little brother than to be patient and let him do things for himself.

Too often a child's opinions and contributions are not even noticed, or are laughed at, disregarded, and the child is likely to feel inferior. It should be realized that if it is to learn self-reliance a child must be encouraged to initiate things, to make contributions to activities and conversation of the family, to have the opportunity of making his own decisions in appropriate situations

Children are often overprotected and shielded, and there is a need for curbing practices of this type. Children who have been thus treated have lost the opportunity of finding themselves through their own experiences, which are the most potent factors in learning. They fail to recognize their own capacities and limitations in meeting situations. It is often said that a certain amount of struggle and striving for achievement is fundamental for adequate growth. Overprotection deprives the individual of the strength and meaning of life which comes from wholesome struggle.

The obstacles which stand in the way of a child's gaining responsibility and independent thinking ability are due largely to the failure to understand the child and his needs and to the unwise dealing with child problems.

18/ Road, Edna. Participation of Lay People in the Promotion of a Rural Child Health Program. American Journal Public Health, Oct. 1932. Vol. XXII, No. 6.

There is a great need for training by specialists which will guide club girls in dealing with their brothers and sisters not in terms of their own feeling but as a result of a clear objective study of the child's needs and the way of meeting these needs. Older members of the family often like to dominate the younger members of the family, and if the young child is allowed to develop self-reliance such members of the family have a feeling of loss of power and that personal satisfaction which comes from having a child dependent upon them.

Thus we need to teach our 4-H club girls to know how to treat a child's situation, to know when to stay out, at what point to offer assistance, how much assistance to give, and when to withdraw. These are some of the most important factors that 4-H club girls should learn in guiding younger brothers and sisters or other children with whom they come in contact.

THE DEVELOPMENT OF HAPPY, WHOLESOME FAMILY RELATIONSHIPS IN THE HOME

Extension work is designed to give rural people a more abundant life on the farm. Of most importance in this connection is the maintenance of satisfactory and happy relationships among members of the family, with relatives and friends, with the community, and with the business and social associates of all members. This requires an understanding on the part of the parents and children of the significance of individual differences, the part each member plays in the home, and the ways of building things that greatly enrich home life. The mere knowledge of this is not enough. Skills, techniques, and attitudes must be developed to put information given into practices which allow each member of the family to grow and develop wholesomely and happily.

Children, normally, express a desire for parental confidence and advice. A child once expressed the wish that his daddy accompany him to church because "it was lonely sitting on the front seat while mother sings in the choir."

An inspiring illustration of a man charged with the administration of great affairs who lived with and enjoyed his children was furnished us through the story of Theodore Roosevelt, who, during his busiest years when he was President of the United States, found time to be with his children and to participate with them in their playful and serious enterprises. Mr. Roosevelt often took time to explain his own plans and projects to the children, and, when possible, allowed them to participate in his projects. People often make the mistake of thinking of companionship only in situations when they enter into the child's activities.

In a survey made by Nora Miller, Home Demonstration Agent in North Carolina, she found that of the fifty-eight girls she studied, "In most of the families to which these girls belong the girls and women regard it as their duty to do all the housework and then to help make the family living by field work, though they have no sense of ownership in the farm crop or in the money received from its sale."19/

19/ Miller, Nora. Out-of-School Girls in a Rural County. Journal of Home Economics, June-July, 1933. Vol. 25, No. 6.

Too often, unfortunately, as pointed out by a study in a rural community, "in a great many farm homes the children are thought of as financial assets. Even in prosperous homes this is often the case, for the work tradition holds full sway and play is considered a waste of time. Participation in the work of the farm which is shared by every other member of the family and the joy of creative effort which comes from contact with growing things are a precious heritage of the country child and a privilege denied less fortunate city children. But when this work becomes drudgery, when it imperils health and exposes the child to risk of serious accidents, when it requires extended absences from school and deprives the child of opportunity for a reasonable amount of play, normal development is impossible."20/ When these situations prevail among rural young people, there is a vital problem of adjusting these attitudes and the life of the rural family. It seems that much of this could rightly be considered in a child development project which would indirectly help the club girl in her relationships with her family.

It is desirable for young people to be willing to cooperate in the family activities not because it is their duty but because they understand the situation and appreciate the economic status of their home and their relationship to it.

Child's Relationships with Father and Mother

If a child is to develop wholesome companionships with members of his family, he must first gain a feeling of security from his parents and a place that he may fill in the home. He must feel that he can go to the members of his family with his difficulties and secure help in solving them.

In rural homes, conditions are favorable to family life. "Family life 'means more' in the country than in the city because the family is more isolated and the members are more dependent on each other for their happiness. If the relations of the rural family are annoying, the members cannot get away from annoyance as easily as in the city."21/ Unpleasant relations may cause children to leave home, when, in many cases, they are better fitted for farm life than for any other. If the child has the correct relationship with his parents, this difficulty would be removed. Rural parents so often feel their relationship to their child has been determined by tradition, but have failed to realize that the kind of relationship that existed between them and their child will largely determine the values he will absorb or the attitudes, ideals, and techniques which he will carry out into life.

Parents do not realize that due respect for the child as a personality will involve his being given an increasing share in the formation of the plans which interest the entire household.

They do not realize that his interests should be weighed and fully considered; his suggestions discussed and woven into the fabric of family life whenever possible. This certainly is no more than fair, and is highly important in weaving the child's attitude toward his parents, home, and social environment. Too

20/ Brown, Josephine. The Rural Community and Social Case Work. Family Welfare Association of America, N. Y. 1933.
21/ Williams, J. M. The Expansion of Rural Life. Knopf. 1926. P. 230.

often the attitude on the part of the parent prevails that he is "boss" and the child's job is "to obey" without question. They have forgotten that an open, frank attitude on the part of every member of the home certainly carries over into relationships outside the home. A child whose personality is respected by his mother and father goes out into the world at large with his head up ready to meet others halfway and confident of his ability to carry his share of the load.

Due to the fact that our rural families are not familiar with new child development trends and ideas, they do not appreciate the amount of companionship a child should have. The first child of a rural family and even other children of isolated farms often become over-stimulated, nervous, or dependent from too much adult companionship. "If parents hold adult standards of behavior for the child, he may become discouraged because he cannot measure up to them. Some parents go to the opposite extreme and try to keep the child 'little' as long as they can. This does not encourage normal development."22/ It fosters a dependent attitude so prevalent among farm families. In some homes, the father thinks his obligations to the child are fulfilled when he provides the physical wants, and too often he leaves the mother with the entire responsibility of the child. Therefore, it is highly desirable to give guidance and to encourage the proper relationship between the child and his parents in order that the child may be afforded a more abundant life. A child development specialist would seem the logical person to give this information. Club girls, perhaps, could better understand their own relationship with their parents if this information were given indirectly in a child development program.

Child's Relationships to Children Outside the Family

In order that a child be afforded opportunities for optimum development, there is a need for companionship with other children outside his own family. He needs this social stimulation to help him adjust himself to school situations and other conditions as he grows older. Due to the isolation in some farm areas, there is not as great an opportunity for companionship with other children as is true of urban areas. Too often farm families are more likely to over-estimate the working side of life and neglect the recreational side of life.

Often this value is lost sight of and there is a need for emphasizing the fact that the child must learn to evaluate people, to select friends, and to adjust himself to members of his own generation, among whom his life will be spent. He needs to gain this from the association with other children. Only companionship with other children will give him an opportunity to excel, and every child needs this opportunity. He needs to learn to share, to be considerate of others, to respect others' property, and to defend his own rights. The child needs some companionship with children of his own age. Too often, it is inconvenient for farm children of the same age to get together to play. However, opportunities could be afforded if the value of such opportunities were realized and appreciated

22/ Ogemann, Dr. R. H. Radio talk. Iowa Child Welfare Research Center, 1933.

There is a danger of discouraging a younger child if he always plays with older children, because he can never do things as well, and often submits to having things done for him. However, from older children, he may gain new ideas of what to do or how to do things. The play with children of the same age gives the child a real challenge to do his best. In this group he learns that he can excel in some things and his playmates can excel in other things.

If these values are realized, opportunities will be given for inviting other children into the home. Informal affairs are often better than more elaborate parties. The best social training is obtained when children's friends drop in after school or evenings and the group creates its own fun.

There is a great need for understanding children so as to be able to tolerate the noise that often accompanies wholesome fun of children and the ability not only to open the home to the child's friends but also to make it attractive to them.

There are many problems that come up in regard to the relationship of a child to a neighbor child that often baffle those having to deal with the problems and for which scientific advice is gratifying. Such problems may be concerned with the following: Choosing companions, the sophisticated companion, the unrefined companion, companions with no social standing, the destructive companion, the bully, the tease, and companions who quarrel; evaluation of group play; adjustment to a group; the types of guidance and leadership for groups; the amount of parental supervision in group play; the leadership within the group; playground groups; and the community responsibility for groups and playgrounds.

Child's Relationships with Brothers and Sisters

The type of relationship that exists between brothers and sisters is one of the most important factors in the success of the family as a whole. Many families do not readily appreciate that unsatisfactory relationships between the children have been caused by something over which they have control. There are many maladjustments for which guidance is needed to solve, or otherwise the causes may never be discovered.

Poor personal relations may be caused by: "domination by one member, interfering relative, favoritism, unwanted child, clash of authority, dissension between parents, over-solicitude, over-severity, neglect, jealousy, step-parent, and uneffectuality of parents."23/ If children disagree in the family, the more dominant one usually wins if some precautions are not taken to prevent it. It has been the general plan to study the situation as to who quarrels, who dominates, whose satisfaction is secured, the causes, the time of day, what value the quarrel has to anyone, and getting the children's point of view.

Members of the family need guidance in the judicious relationship to each other for a happy home life. If they understood each other and realized the effect

23/ Weill, Blanche. The Behavior of Young Children of the Same Family. Cambridge, Harvard University Press. 1929. P. 35-43.

certain activities have on the child's life, they would be more prone to act accordingly. Children should learn to treat each other with respect because they understand and wish to be kind to each other and not because mother says so, or they feel it is their duty.

Child's Cooperation with Adults on Child Problems

Children will imitate undesirable as well as desirable traits; therefore, all members of the family need to give thought and care to the behavior pattern they set for the child. If the mother has been a member of a child development group, she has formulated new methods of dealing with children and it is desirable that all members in the family who care for the children a great deal have the same procedure in dealing with child problems.

After a project in child development, older girls of the family will appreciate the capabilities of the child and will not expect the child to follow their pace. Too often "the family's pace in educational accomplishments is generally set by the older children, and life is made miserable for the child who is unable to keep up to it. Many serious kinds of behavior prove, on investigation, to have had their onset in the younger child's first failure to realize the education goal."24/

An effort should be made to develop in the girls a sympathetic understanding for the child's life and development, and it is desirable for the girls to realize that cooperation is needed by those who deal with the child. If this is not done, the child soon learns to whom he can go to get whatever he wants. It is helpful for the girls to realize how much their influence will affect the child and his activities, and how they can hinder him in adapting himself to his environment.

Cooperation and understanding with the adults enable girls to accept their families and understand them rather than wishing they were different or becoming ashamed of the way their younger brothers and sisters act. If the desire for beauty in homes, clothing, and surroundings is modified by an understanding of what it will probably be possible to have in a real home on an ordinary income and if the beauty to be found in every day things and experiences is fostered, then the club girl is left free to adjust herself successfully to her own marriage and homemaking without too many regrets for what she cannot have, or without feeling that she must forego those desires unless she can have certain material possessions and a high standard of living.

CLUB GIRLS REQUIRE A VARIED PROGRAM

Perhaps relationships to others loom largest in the club girl's mind as a problem since she is a member of so many groups. She often feels pulled by conflicting loyalties and, in turn, becomes uncertain of her own responsibilities. Her own family, including brothers, and sisters, younger and older, her friends at school, in clubs, and organizations, persons who work in her home or for whom

24/ Leaky, Alice. Mental Hygiene, Oct. 1926. Emphasis in Psychiatric Social Case Work.

she works outside, teachers and officials and institutions of many kinds, all require adjustments on her part and make varying demands on her time, allegiance, and self-control. Therefore, ability to handle these situations is a problem, and information and knowledge gained through a child development project will be helpful in revealing a new pattern of behavior.

Girls are interested in many subjects not found in text books such as how to get along with members of their family; how to make friends; how to be attractive, including grooming, selection of the right clothes, manners, a background of culture, and appreciation, all of which help to develop self-confidence, poise, and help them to meet varying social situations. Giving these subjects indirectly would seem to cause less attention to be directed toward their own inabilities.

The club girl is faced with the problem of deciding what she wants to do in life and thus needs vocational guidance. Frequently, young people develop romantic notions about certain professions such as nursing, nursery school, or kindergarten work, but they know little about what is involved either in the training or the subsequent work of the profession. Many of our rural girls become teachers in rural districts and it would be well for them to have this experience with young children.

The older girls are faced with problems of courtship, marriage, and parenthood, how to make a home attractive, and how the modern home should function, as well as other problems which these girls who are looking forward to establishing homes of their own should recognize and be able to solve satisfactorily.

Ruth Lindquist, in a study of the needs of the American family,25/, asked 306 young mothers what additional training for family life they would have liked to have had from their earlier training. Of these the following per cents were mentioned:

77% child training
53% psychology
37% management
31% nutrition
25% philosophy and literature
25% household skills
3% nursing, hygiene, and medical information
1% religion

In a study made by Nora Miller, a county home demonstration agent, of 58 girls in a rural county, practically all the girls thought they had a hard role in life and wanted to try something different.26/ They expressed the following

25/ Lindquist, Ruth. The Family in the Present Social Order: A Study of Needs of American Families. 1931. Am. Journal of Soc. Vol. XXXIX. Sept. 1933. No. 2, P. 230.

26/ Miller, Nora. Out-of-school Girls in a Rural County. Journal of Home Economics, June-July, 1933. Vol. 25, No. 6.

wishes:

38 knew what they wanted to do.
20 did not know what they wanted to do.
19 desired vocational training.
11 anticipated marriage at an early age.
8 wanted to work in the city.
7 wished to prepare for teaching.
6 desired a business course.
5 wanted to take hospital training.
1 desired to become a successful poultry farm operator.

In a study made by E. L. Morgan and Henry J. Burt of rural young people in Missouri, it was pointed out that there are certain activity wishes for which the community may provide satisfaction for such young people.27/ The community may also divert attention from these activity wishes but in no case can the community safely ignore such wishes. The findings are expressed in the following table:

TABLE 2

Proportionate activity wishes of village boys, village girls, country boys, and country girls compared.28/

Classification of activity wishes	For 121 village boys		For 135 village girls		For 88 country boys		For 83 country girls	
	2324 activity wishes		2375 activity wishes		1879 activity wishes		1764 activity wishes	
	Number of wishes expressed	Percentage	Number of wishes expressed	Percentage	Number of wishes expressed	Percentage	Number of wishes expressed	Percentage
Economic	101	4	202	8	97	5	127	7
Religious	47	2	83	3	19	1	59	3
Social	271	12	319	13	197	10	261	15
Educational	332	14	389	17	258	14	242	14
Recreational	1573	67	1373	58	1308	70	1075	61

27/ Morgan and Burt. Community Relations of Rural Young People, University of Missouri, Columbia, Missouri. Oct., 1927. P. 43.

28/ Morgan and Burt. Community Relations of Rural Young People, University of Missouri, Agricultural Experiment Station, Columbia, Mo. Oct., 1927. P. 43.

The extension workers who are concerned with assisting the older girls in formulating their programs will be interested in the following quotation:29/

"The Dean of Women at Syracuse University asked 203 freshman girls to name the problems they face outside the classroom, for which they felt the need for more adequate preparation before entering college. Their replies are briefly summarized as follows: Social experiences, taste in dress, how to converse, experience in living away from home, health and personal hygiene, boy friends, habits of neatness, making decisions, use of money, sex knowledge."

CHARACTERISTICS OF CLUB GIRLS

In order to suggest programs for club girls, it is essential to know the characteristics of these girls. In the teens, this age group is struggling with a mixture of feelings of the child and the grown-up and has not mastered the habits of self-determination and self-support which grown-ups have. In this period, there are frequent emotional outbursts, silliness, and annoyances, but it is to be remembered by leaders that they are only trying to get their bearings, and are not well established in regard to what they should do or say.30/ As they grow older and more intelligent they want to get away from the supervision of the family, to form acquaintanceships with members of the opposite sex, to achieve self-support, to formulate a point of view toward life.

In order for leaders to understand the problems of young people of club age, they must first appreciate the basic needs of human nature, especially those manifested during adolescence -- the longing for security which is obtained through affection and approval, economic security, social adequacy, and intellectual ability. The girls' attitudes toward authority are often conflicting, reflecting experiences with parental authority and domination. It is evident that they have no interest in the things the parents think they should, because they have not yet had the experiences from which to draw more intelligent conclusions.

Girls at this age do not look with favor to criticism especially when they are passing through the period when they think they know much more than their parents. A mother who was complaining about her 12 year old daughter made this list:31/

1. She daydreams.
2. She cannot be depended on to do her work promptly or well.
3. Is lazy about some things but busy enough about her own affairs.
4. Wants to be too grown up.
5. Wants to go out with "the bunch" (older boys and girls who treat each other to sundaes and go to the Park spring afternoons).
6. Wants conspicuous "crazy" clothes, high heels, and all the silly fads in jewelry, scarfs, etc.
7. Is rude and loud, and boisterous when people are around, especially her brother's friends.
8. Will not come directly home from school and will not tell where she has been.
9. Stays on the street corner and is loud and bad-mannered.
10. Does not study or care whether she ever passes at all.

29/ National Parent-Teacher Magazine, Vol. 28, March 1934, No. 7, P. 368.
30/ Hollingworth, Lita S. Address - Adolescence: The Difficult Age.
31/ Charters, Jesse A., Ph. D. Bringing up Children. Ohio State University Press. 1929.

Work and good manners at this age excite them little and any effort to reprove them only makes for moody, self-conscious, and unhappy girls. They are already unstable and have the feeling of insecurity and it seems most desirable to handle it indirectly through a child development course.

Being out where they can see and hear each other and do things independently of elders' advice and knowledge appeals to them as the way to live. In fact, this is nature's way of shoving the young ones out of their nest and compelling them to use their own wings.32/

At this period, leaders and those dealing with young girls must realize they need all the patience and understanding that it is possible to give. They cannot profit by criticisms of their awkwardness, and finding fault with their actions is worse than wasted breath. But how easy it is to say, "Don't they ever teach you anything about posture in school?" or "When I was young, proper young girls did not use so much 'make-up', or laugh so loudly on street corners." or "Can't you walk quietly?"

The hastening growth of the adolescent profoundly changes her physical and psychical conditions. She needs a guiding hand from which she may gain a feeling of security. Leaders may encourage girls to confide in them in a sincere attempt to understand girls.

Since girls are very self-conscious, it would seem feasible to introduce a child development program to give them information they need in an indirect manner.

"The younger child needs the information that the older can impart, and the older girl is flattered at being able to show her superior knowledge to her younger sister."33/

INTERESTS OF CLUB GIRLS

Programs often fail to interest club girls because of the failure to understand their real needs. Grace Louchs Elliott says, "Programs for clubs and individuals, which are built on what girls themselves say they want to do or be, often fail to be of interest to the very persons who have made the suggestions. For that reason, it is not enough to ask girls to write down, by questionnaire or other device, what they are interested in. They may give the conventional answer rather than the expression of their real needs or interests."34/

Girls often do this because they feel their real desires could not possibly be met in the club, though the reason is they do not like to admit their real needs and inadequacies.

If the leader is keen in her understanding of the girls, their response to her insight into the needs back of their requests and to her suggestions as to what might be of interest may often lead to a sounder discovery of their actual desires.

32/ Charters, Jesse A., Ph. D. Bringing Up Children. Ohio State University Press 1929.
33/ Chadwick, Mary. Adolescent Girlhood. John Day Co.
34/ Elliott, Grace Louchs. Understanding the Adolescent Girl. Henry Hart Co., N. Y. P. 20.

Girls have expressed their own interests in the following way:35/

1. Give us a voice in family affairs.
2. Remember that most of us are perfectly normal, average children.
3. If you would rather have us bring our friends or dates to the house than go out riding, give us the use of the front room and keep the rest of the family out except for a short period of greeting and farewell.
4. Don't try to make the way too easy for us.
5. Give us a good set of moral standards and evaluations along with plenty of common sense, and let us learn by getting right out and making fools of ourselves in the perfectly normal and human way.
6. Respect our personalities.
7. Let us choose our own friends and acquaintances.
8. Let us have a good deal to say about our own clothes and personal acquisitions.
9. Remember that we have a great many adjustments to make.
10. There are two sides to us. Please try to realize that apart from the necking, jazzy, superficial, date-crazy, gum-chewing part of us, there is another side which is essentially fine and sincere.

Arthur F. Wileden, Professor of Rural Sociology at the University of Wisconsin, meets a large number of young people between the ages of 15 and 25 and he finds they are interested in:36/

1. Recreation. This might be some form of dramatics, community service work, clubs, or other organizations which would make it possible for them to take an active part in their community life.

2. Farm and home. Prof. Wileden says that these young people are very much interested in and like to discuss the farm and home which they would like to have for themselves in the future. They like to talk over crops, breeds and quantity of livestock, the size of house, conveniences of the home, and even the size of their ideal family. He says he has not been able to get the girls to talk as freely, but he feels they are also very much interested in all of these problems.

Girls at this age need help in understanding themselves, and the medium of child development will give them a basis for developing their own personalities in an indirect manner.

CHILD DEVELOPMENT ACTIVITIES OF EXTENSION WORKERS

As a preliminary step to the study of plans for child development work in 4-H clubs, it has been desirable to review what has already been done by extension workers in both adult and junior work in this field.

35/ The Mother's Encyclopedia, Vol. 1. Parents Publishing Association, Inc., N. Y 1933. P. 38-42.

36/ McCordie, Mrs. Margaret. Paper: Home Management Needs and Abilities of Young People.

Adult Extension Work in Child Development

The general purpose of the child development extension program is to spread information which is designed to increase knowledge and insight, and to improve skills, practices, attitudes, and to give an appreciation of the problems involved in child development and family relationships.

There has been a generally increasing interest shown by the membership of those groups devoting the major part of their year's time to a child development program. In cooperative extension work in 1932, there were 51,827 37/ women enrolled in child care, and training groups as compared to 32,475 38/ members in 1931 and 26,892 39/ members in 1930. Due to the emergency measures relating to economic adjustments, the attention of rural people and extension workers has been focused on the needs of our children. Some States have reported that "possibly effects upon parent education are less noticeable in a material and tangible way than upon some other phases of Home Economics Extension Work."40/

There are eleven States which maintain child development specialists: California, Illinois, Iowa, Massachusetts, Michigan, Minnesota, Montana, New Jersey, New Mexico, New York, and Oklahoma.

Table 3 41/ gives a summary of the work done by extension work in child development in United States and Hawaii in 1932.

In a special analysis made of seven States including Illinois, Minnesota, Massachusetts, Oklahoma, New Jersey, Michigan, and Iowa the ultimate goal for an extension project in child development is the development of a philosophy of living which expresses itself in desirable attitudes, interests, and abilities. The goals as expressed by the seven States selected for special study have essentially the same meaning, but are expressed in different phraseology. All of the projects and the units that are developed have definite goals but the general aims are often expressed as: "The educating of adults for parenthood", "The educating of adults for a more effective adulthood", or more specifically stated as, "An understanding of the significance and use of situations in helping the child to develop a personality that will carry him through a successful and happy life", "an ability to understand and relieve tension in family relationships", or "to give out information to parents and others that will bring about changed attitudes toward, and an appreciation of, the problems involved in child development."

Table 4 summarizes the more tangible results of the program accomplished in these seven States.

Table 5 shows that a great percentage of the States use the local leader plan while some of the States use home demonstration leaders to repeat the work in the local groups.

37/ Extension Service, U. S. D. A. Statistical Summary of Cooperative Extension Work, 1932.
38/ Extension Service, U. S. D. A. Statistical Summary of Cooperative Extension Work, 1931.
39/ Extension Service, U. S. D. A. Statistical Summary of Cooperative Extension Work, 1930.
40/ Child Development and Parent Education Report, Minnesota Report, 1933.
41/ Extension Service, U. S. D. A. Statistical Summary of Cooperative Extension Work, 1932.

TABLE 3

National summary report of extension work in adult child development work in 1932

State	Membership	Homes improving habits of school children	Homes substituting positive for negative means of discipline	Homes providing play equipment	Homes making physical adjustments to fit the child's needs	Homes adopting better adult habits with respect to development of children
Maine						
New Hampshire						
Vermont	535	97	63	32	64	31
Massachusetts	2,054	1,185	1,315	483	705	956
Connecticut	22		2	29	63	61
Rhode Island						
New York	1,172	897	1,122	721	511	1,278
Pennsylvania						
New Jersey	20,437	1,605	1,591	159	9	2,519
Delaware	52					
Maryland						
West Virginia	591	245	334	422	378	562
Ohio	283	224	216	12	31	236
Indiana						
Kentucky	12	137	18	31	57	78
Illinois	759	191	565	76	116	379
Michigan	1,633	177	228	52	60	364
Wisconsin	28	20	9			72
Minnesota	1,803	720	841	943	800	773
Iowa	3,296	1,463	510	821	930	2,197
Missouri						

North Dakota						
South Dakota						
Nebraska						
Kansas	129	30	10	25	12	15
Virginia	141	53	17	12	31	61
North Carolina	1,365	432	202	224	695	945
South Carolina	94	53	78	100	101	93
Georgia	2,737	1,827	1,251	826	2,137	2,774
Florida	320	1,575	329	281	907	536
Alabama	305	1,048	687	407	562	798
Mississippi	1,667	2,443	768	361	1,258	2,096
Tennessee	1,275	311	174	127	348	416
Arkansas	2,127	1,310	733	895	1,152	2,221
Louisiana						
Oklahoma	2,892	220	297	246	310	439
Texas	881	308	107	14	120	206
Montana	53	254	8	56	3	11
Idaho						
Wyoming						
Colorado						
Utah	3,998	1,127	424	574	208	326
Nevada	86	265	82	121	343	78
New Mexico	15	15	4			
Arizona	393	250	131	87	177	177
California	100	257	163	102	146	279
Oregon	215	57	110			102
Washington	8	58	52	203	8	1,266
Hawaii	149	149	85	13	51	197
Alaska						
Total	51,627	19,003	12,526	8,255	12,293	22,542

Source: M. C. Wilson's statistical data from National Summary for 1932.

TABLE 4

Summary of accomplishments in child development work in 7 States under study42/

Accomplishments	Ill.	Minn.	Mass.	Okla.	N. J.	Mich.	Iowa	Total
1. No. children in homes enrolled...		3304	3657	750		3739		11,450
2. No. homes improving habits of school children	191		2093	433	1605		4650	8,972
3. No. homes providing play equipment		915	478	245	159		2313	4,110
4. No. homes providing positive methods of discipline for negative	565	910	1318	340	1591	285	207	5,216
5. No. homes improving habits of adults with respect to child development	429	795	956	424	2619	1762	199	7,084
*6. No. books read on child development	1317	1100	1068	634		1337	1171	6,657
**7. No. magazine articles read ..		17900	2704			15193		35,797

42/ Compiled from Child Development Specialists' Annual Reports, 1932.
* The number of persons multiplied by number of books read.
**The number of persons multiplied by number of magazines read.

TABLE 5

Child development project plan of the seven States under special study43/

Project plan	Ia.	Minn.	Mich.	Ill.	Okla.	N. J.	Mass.	Total
1. No. counties carried out by local leaders...	7	9	23	6	9		9	63
2. No. counties where H. D. A. repeats demonstrations.....					6	14		20
3. No. counties with round-table discussions with 4-H club leaders.....						17		17

In New Jersey an interesting piece of work is being done by the child development specialist with 4-H club leaders.44/ "A leaflet on leadership and the adolescent girl was prepared by the specialist and served as guide for the discussion. This work covered 17 counties in all. In each instance the plan of the meeting has been a statement and discussion of 4-H club goals by the assistant State club leader followed by a round-table discussion of behavior problems with the parent education specialists. As in many cases of parents, the difficulties often lead back to the leader, especially to those who were either over-lenient or over-dominating."

This seems a very feasible thing to do, for our 4-H club people are passing through this "difficult age" in which they are shifting from one set of habits to another and from one set of values to another. It requires a leader with an understanding of their problems who can best fill their needs and make the 4-H club program an interesting one to maintain their full interests.

43/ Compiled from Annual Child Development Specialist Reports, 1932.
44/ McDowell, Mrs. Marion F., Specialist. Child Training and Parent Education Report, New Jersey, 1932.

The combination of methods used in presenting material differs in the States and is brought out in Table 6.45/

TABLE 6

Method of presenting material by the seven States under study

Method of presentation	Iowa	Minn.	Mich.	Ill.	Okla.	N. J.	Mass.	Total
1. Lecture demonstration type....	x	x	x	x	x		x	6
2. Discussion.....	x	x	x	x	x		x	6
3. Conference.....					x			1
4. Radio discussion group.....						x		1
5. Question and answers.....		x	x	x				3

Most of the States have found it advisable to use several different methods in presenting their material. The best method, perhaps, seems to be to give a lecture demonstration first and allow for discussion and special problems after the demonstration. In California, "the method demonstration has been continued and the discussion method added. These discussion meetings have been held in the evening to accommodate the fathers who have responded encouragingly both as to attendance and in participation in discussion. The outcome of each discussion has furnished a starting point for that of the next meeting, thus giving continuity and helping to keep the discussion under control. Diagnosis has been carefully avoided, problems kept impersonal, and guidance procedure suggested by members of the group as a result of their experience plus their discussion."46/

It is interesting to note that three counties in Hawaii have done some work in child development.47/ In 1932, there were 41 method demonstrations given by the home agents; 141 result demonstrations were completed; 149 homes reported improved habits of school children; 85 homes substituted positive methods of discipline for negative methods; recommended play equipment was provided in 13 homes; 51 homes made recommended physical adjustments to meet the children's needs; 159 homes adopted better adult habits with respect to developing children.

45/ Compiled from Child Development Specialists' Annual Reports, 1932.
46/ California Child Development and Parent Education Specialists' Report, 1932.
47/ Assistant Director's Annual Report, Hawaii, 1932.

Many of the States have been successful in securing the cooperation of State library commissions and county library commissions in providing "child development libraries" 48/; "many physicians cooperated in providing clinics for required health examinations . . . local physicians, dentists, specialists in eye, ear, and nose diseases, a pediatrician whenever available, State Board of Health also provided a number of clinics. Many local merchants loaned play materials and other equipment, and they gave scrap lumber to be used in the construction of equipment for children 48/; the cooperation of the fathers has been excellent in some cases, for instance, "one farmer carried out the material for homemade play equipment in his back yard and reported at the end of the summer that the children have been so busy all summer that they had no time for running around to the neighbors"48/; and in the whole State of Michigan, 2393 fathers were reported helping in the work 49/.

In Montana, "we are hoping to work out some special play school arrangement for children who attend adult meetings. This plan, if correctly handled, will help to make better conditions for adult meetings as well as give assistance in social, mental, and emotional development of children." 50/

In Wyoming, 1067 requests came to the office for mimeographed material on How Wise are Wyoming Mothers. 51/

In starting work in child development, the States have found that failures may be due to the following:

1. The home demonstration agents have little or no training in child development and because of such a very full program have no opportunity for learning.

2. Other extension workers are not yet acquainted with the program.

3. The specialist feeling the responsibility for the program may undertake to do too much of it herself. In one State next year the specialist will give out 3 or 4 demonstrations in a unit and each home demonstration agent undertaking the work will present the fourth.

4. There is a great lack of simple, easily read material on child training which can be obtained without cost. 52/

The program of the States as a whole has done much to further the education of the parents regarding children and making their lives full with "creditable exhibits of homemade furniture for children, which encourages self-help and good habits or orderliness; homemade toys and constructive play equipment, hobbies which show wise use of leisure time, and handiwork of children showing creative use of materials. During a very depressing and discouraging year, parents have been helped to feel that their family happiness did not depend alone upon money or possessions; and that the characters and personalities of their children were developing and were not to be stunted and warped by the pinch and ugliness of the depression." 53/

48/ Strayer, Faith E. Annual Narrative Report of Child Development and Parent education, Oklahoma, 1932.
49/ Lynde, (Mrs.) Lydia Ann. Annual Child Care and Training Report, Michigan, 19
50/ Home Demonstration Leader's Report, Montana, 1932.
51/ Home Demonstration Leader's Report, Wyoming, 1932.
52/ Strayer, Faith E. Annual Narrative Report of Child Development and Parent Education, Oklahoma, 1932.
53/ Minnesota Child Development Specialist Annual Report. 1932.

Junior Extension Work in Child Development

There is an increasing interest in child development for 4-H club boys and girls, but the progress has not been as rapid as the adult work. In no State is a year's project devoted entirely to child development work, but in most cases the work is given incidentally with other projects underway. However, there is a realization of the need as expressed by a State specialist "an increasing interest in the possibility of child development work with 4-H club girls and boys is evident. Under present conditions and with the limited staff, it has not yet seemed expedient to initiate the junior work." 54/

Another State specialist feels that junior work is one place in which child development work is needed. "Such work is given in all of our urban, junior high and high schools and it seems to me very fitting that it should be given to the rural children through the 4-H club program." 55/ This specialist has initiated some of the work at a summer camp at Camp Shaw in Chatham, Michigan. This camp was for the Upper Peninsular 4-H girls and boys and she states "The work was very well received and the girls became much interested. The reason we put on that work as a part of the camp program was that many of those girls have the responsibility of younger children at home. I think we may safely say that that is a true picture everywhere. Our girls and even our boys have to do with small children in their own homes and any work that would help them to understand and handle these children better might well be inculcated into the program. We are this year planning a little experimental work with a club of older girls in a section of the Upper Peninsula . . . . It is to be a study of the development of self-reliance in young children."56/

In a large number of the States, there is an opportunity provided for the club girls to (a) prepare foods for younger brothers and sisters, (b) serve these foods attractively, and (c) help younger brothers and sisters develop good food habits. In Colorado, two counties have instituted child health as a sub-project under their main nutrition project. 57/

In a number of States, also, the clothing project provides for the making of self-help garments for children. Iowa has a sub-project in the 4-H clothing project which deals with children's clothing. This work covers the selection of materials, designs, and selection of garments for growth. The garments the club girls are asked to make are a girl's dress for a 2-6 year old child, boy's suit for 2-6 year old child, and a play suit for a 2-6 year old child. 58/

54/ Walls, Edna. Annual Report of Child Development and Parent Education, Illinois. 1932.

55/ Lynde, Lydia Ann. Letter to writer. Extension Specialist in Child Care and Training, Michigan. 1933.

56/ Lynde, Lydia Ann. Letter to writer. Extension Specialist in Child Care and Training. Michigan, 1933.

57/ La Plata and Teller County Agents' Annual Report, Colorado, 1932.

58/ Bakke, Josephine Arnquist. Iowa Club Leader's Report, 1932. P. 53.

A very interesting experiment has been tried out in California with respect to child development work in junior extension. A beginning was made in connecting the child development program with 4-H club work by the specialist. "To assist the club council as needed in three counties was the goal set for this phase of the project. The specialist discussed with the club council in four counties on child development project and discussed also some general principles which apply to the development of boys and girls of club age. In three counties the specialists met with senior club boys and girls and talked to them on a child development program, the part they might play in such a program, and what it offered for the development of older boys and girls. In one county, the senior boys met five times (monthly meetings) with the specialists to discuss difficulties in personality development and the newer ideas in regard to the management of younger children. These boys and girls discussed vigorously the subjects presented and many of them talked frankly about their own difficulties with their parents and leaders. They also evidenced in surprising ways of knowledge of current literature on the subject of child guidance."

In Kings County, California, the senior 4-H girls of one center worked on a project of cleaning up and planning a play yard for young children. As quoted from the annual report, "the Guernsey Farm Home Department center has probably had more children attending meetings with their mothers than any other center. In the spring at Guernsey, they decided to make an effort to care for the children. Senior 4-H club girls all happen to be from Guernsey Center, and they decided to take as their community activity for the year the making of play equipment for the Home Department Center. However, at the suggestion of the child development specialists, the group decided to help make a demonstration play yard. A contact was made with a home where the parents were interested and willing to have their yard developed. . . . The lawn was leveled, and the following things made: Sand box, teeter-totter, tree swing, play houses, turning bars, and blocks made of mill ends."59/ This project has served many purposes, that of encouraging club people to become interested in child development problems and in community welfare and activity. It also stimulated the adult program by encouraging women to go to Home Project meetings knowing that their children would be cared for during the meeting.

In North Carolina, one demonstration on child care and training was given to the 4-H club girls on their Achievement Day. 60/

Many of the 4-H clubs in different States carry on community projects which include child welfare work. For example, scrap books have been made for children's hospitals, and toys have been made for and given to sick children at Christmas time. School nurses have been assisted in examining children, layettes have been made for the Red Cross, renovated garments made for needy children, and many other community services have been rendered.

In some of the States in their room improvement work some attention has been given to adjustments to fit the children's physical needs.

59/ Flack, Holly. California Annual Child Development Report, 1932.
60/ Home Demonstration Agent's Annual Report, Durham, North Carolina, 1932.

Some of the older 4-H homemaking club groups have selected children from four to six years of age to study, and have conducted children's parties, remodeled, cleaned, and made suitable clothing, selected stories, songs, and games for children, made gifts, and prepared meals for children.

For over ten years in Essex County, Massachusetts, a 4-H Sister Project has been underway with 5 organized clubs and a total enrollment of 60 members, all of whom completed the work of the project. The 4-H Sister Project of Essex County is extremely interesting as it involves a large variety of activities. It trains 4-H club girls in the proper methods of feeding, clothing, bathing, and other fundamentals of child care such as undressing, making toys, putting the child to bed, and amusing the child, generally, as well as caring for a sick child. 61/ . The results of this work have been most gratifying due largely to the cooperation of a local Red Cross nurse.

State child development specialists in general realize that there is a genuine need for this phase of the work to be stressed in 4-H club work, and even with the present limited staffs more attention is being given to this type of work.

CHILD DEVELOPMENT ACTIVITIES IN HIGH SCHOOLS

"The past five years have shown a definite increase in the number of high school home-economics departments offering some work in child development and family relationship. But more significant than the increase in the number of these courses is the improved quality of work." 62/ One State supervisor of home economics writes: "I note an increasing confidence on the part of teachers and a growing interest on the part of students and their parents in units dealing with child development." 62/

Home projects such as the observation of children in their own homes and in play and observation schools, the helping of their mothers and others in the care and guidance of children and cooperating with other agencies, such as day nurseries and welfare societies, are some of the ways in which girls are being given opportunities to gain first hand knowledge of children. A very successful play school was conducted for a period of eight weeks by Miss Priscilla King of Chenango, New York. Miss King writes:

"I wanted the girls to have a chance to put into practice, under supervision, the subject matter and methods they were studying in child care and training. For eight weeks last spring our class conducted a play group each afternoon from 2:30-4:30. There were seven children in the group, six of whom entered kindergarten in the fall. The seventh was only three and one-half years old. We were able to use the large kindergarten room and play ground with a sand table, swings, slide, and seesaws. There was very little routine in our group. When the children came they went to the toilet, washed their hands, and had a drink. Then they played out of doors for two hours except on stormy days.

61/ Home Demonstration Agent's Annual Report, Essex, Massachusetts, 1932.
62/ American Home Economics Association. Trends in Teaching Child Development and Family Relationships in High Schools. 1933.

The children were free to play as they liked with only the very necessary restrictions. We tried to teach them nothing except a few of the accepted ways of social behavior. For one-half hour each day we had class discussions of the problems that arose and how we should meet them.

"The first two days the girls observed, then one by one they came into the group. Only two girls were with the children each day. Each girl chose one child as her problem. On the days when she was not participating with the children she observed this child and at the end of the eight weeks wrote a short personality study of the child. Each girl made one visit to the home of her problem child, saw him in his home and had a conference with his mother. The girls learned to recognize and meet the problems which are encountered in training children." 63/ Other teachers are conducting similar schools and with the facilities at hand for doing a remarkably fine job.

Units in child development are usually found in the ninth and tenth grades. A few schools have semester courses in the junior and senior years and are mostly elective. The time allotted to these units varies greatly, ranging anywhere from only a few classes to 18 or 20 week semesters with lessons five days a week. The periods vary from 45 to 90 minutes. Of the 48 State and 71 city supervisors who include child care in their home-economics programs, 38 supervisors reported 1798 schools with enrollments totaling 49,542 and 58 city supervisors reported 452 schools with enrollments totaling 49,015.

TABLE 7 64/

Summary of reports from 38 States and 58 supervisors showing the number of schools and their enrollment classified according to organization of work

Organization of work	Number of schools		Enrollment	
	Reported by State supervisors	Reported by city supervisors	Reported by State supervisors	Reported by city supervisors
Part of a course	1,277	352	24,693	22,911
A course	471	27	21,699	1,021
Both a course and part of a course	50	73	3,150	25,083
Total	1,798	452	49,542	49,015

63/ American Home Economics Association. Trends in Teaching Child Development and Family Relationships in High School. 1933.

64/ Richardson, Anna. Child Development and Parental Education in Home Economics (A survey of schools and colleges). American Home Economics Association. 1929.

In a survey made by Anna Richardson 65/, "Forty State and 51 city supervisors gave the aims or purposes of the course which they were directing. There is such a great variety in the ways in which these are stated that it is difficult to group them. However, several of these aims appear frequently enough to be significant of common trends. The aim, "to teach the care of young children in the girls' present environment" ranks first among the aims reported: "to give a general background of knowledge of child care" ranks second; and "to develop an appreciation of child life and motherhood" ranks third.

The courses of study and individual units submitted reveal that the following topics are considered most frequently in classes on child development. These topics are listed in the order of frequency with which they appeared in these courses. 66/

"CHILD DEVELOPMENT

I. The Importance of Regular Routines for the Baby and the Preschool Child was mentioned as many times as any other topic.

The topics considered were:

A. Foods for children: What to serve? How to serve it? How interest children in eating a variety of foods?

B. Sleep: Number of hours of sleep. Bedtime hour. Habits of sleep.

C. Toilet training.

D. Physical care of child: Bathing, care of teeth, eyes, etc.

II. Habit Formation.

In some courses only physical habits were included while in others emotional and mental habits were given equal consideration. There seemed to be some feeling that thumb sucking, lying, nail biting, fear, and temper tantrums are outstandingly different from other habits and in many instances they were treated separately.

III. Play as a Necessary Part of a Child's Life.

Topics most frequently included were:

A. Play activities of children (With other children.
(With materials.
B. Learning to direct children's play activities.
C. Parties for children - how to give them.
D. Selecting toys for different ages.

Characteristics of a good toy - a poor toy.

65/ Richardson, Anna. Child Development and Parental Education in Home Economics. (A survey of schools and colleges). American Home Economics Association. 1929.

66/ American Home Economics Association. Trends in Teaching Child Development and Family Relationships in High Schools. 1933.

E. How to teach the care of toys and play equipment to children.
F. Making toys for home, nursery school use, relief agencies, or orphanages.

IV. The Importance of Heredity and Environment.

A. Factors that build a normal child - A few stressed the importance of making the best use of the talents with which one is endowed.

V. The Physical, Mental, and Emotional Development of the Child.

A. The infant.

B. The pre-school child.

VI. Children's Clothing.

The main points of emphasis were:

A. Making clothing (major).
B. Selecting clothing children can manage easily.
C. Helping children learn how to dress.

VII. Stories and Books for Children.

Topics most frequently considered were:

A. Suitable stories for different ages.
B. Stories and books children like best.
C. How to tell stories to children.
D. Practice in story telling.

VIII. Developing Interest in and Understanding of Why Children Behave as They Do.

IX. What a Girl can do to Help a Child Form Desirable Ways of Behaving.

Topics most frequently considered were:

A. Treat child as an individual.
B. Secure his cooperation.
C. Give him opportunities to act for himself.
D. Watch her (the girl's) own behavior.

X. How Recognize a Healthy Child.

A. Characteristics.
B. Children's diseases - how prevent them.
C. Defects - how treat them.

XI. Community Provision for Child Welfare.

A. Organizations interested in child welfare.
B. Effort to make girls conscious of the interrelations of the community and the family and of their responsibility now and as future homemakers.

XII. Rights of Children.

This topic showed the direct influence of the White House Conference and was considered separately in many units even when heredity, environment, and the care of children were discussed elsewhere.

XIII. How Children Learn.

XIV. Importance of Outdoor Life for Children.

XV. Music and Pictures for Children.

Other topics mentioned less frequently were:

Prenatal care of mother.
Discipline and punishment.
Sources of materials and developing the ability to evaluate them.
The speech of children.
Understanding responsibilities and satisfactions of parenthood. Parent-child relationships.
Appreciation of nature.
Animal vs. home life.
Value of pets.
Value of money.
Essentials of an ideal nursery."

Our vocational schools have been doing considerable work in child development. Of the 107,265 girls above 14 enrolled in 2,156 centers of all day vocational schools, all have some training in child development. In 1929, three-fourths of the schools taught child development as a separate unit and one-fourth of the schools taught it as a part of another project. 67/

About 5 to 72 hours are devoted to child development with an average of 26.6 hours per State per semester. 68/

Four teachers in any one State was the largest number reported as teaching child development as a separate unit. From three to all teachers in a State are teaching it as a separate unit. 68/

67/ Baylor, Adelaide, Head of Federal Home Economics Vocational Work, 1933.
68/ Central Regional Committee Report on Child Development. Chicago, Illinois. March, 1931.

CHILD DEVELOPMENT ACTIVITIES IN OTHER ORGANIZATIONS

In addition to the work done by Extension and the high schools, other organizations have done voluntary work in the field of child development. In the Girl Scout and Girl Reserve groups the work is undertaken more for the education of its own members while that of the Junior League has been concerned entirely with child welfare activities.

Child Development Work in Girl Scouts

The Girl Scouts have been doing some work with child training, but they have termed their work as that of the "child nurse". In 1932, there were 7,423 Girl Scouts in the United States who received their Girl Scout child nurse badges. On October 31, 1933, the active membership for the Girl Scouts numbered 238,054. 69/

The program for the child nurse course is as follows:

1. Care for a well, normal child under 3 years of age over a period of three months for a length of time not less than 24 hours in all. During these periods, perform all the necessary work covering the daily care of the child, including feeding, bathing, dressing, preparing for bed, arranging position of bed and bedding, chamber and toilet chair, diapers, clothing (removal of milk and other food spots and so on) washing, and caring for child's woolens.

2. Plan a desirable daily schedule for a child under 5 whom you know, arranging hours for meals, sleep, bath, play, and other activities. Indicate what the child likes to do, either out of doors or in doors.

3. Arrange a room and assemble the articles needed for the bath of baby one year old and prepare the water for the bath, testing temperature either by reading a bath thermometer or by the "elbow test".

4. Prepare nursing bottle, and nipple, to give food formula or boiled water to the baby. Show how to care for nipples and bottle when not in use.

5. Bring a chart or a poster which you have drawn or made and pictures you have cut showing the foods suitable for a child up to 5 years.

6. Name 5 stories or story books suitable for a child under 10 years of age. Tell and read a story (preferably in the presence of the examiner) to a child or to a group of children of this age.

69/ Galvin, Marian. Statistics received from Marian Galvin at Girl Scout Headquarters, 570 Lexington Ave., New York City. 1933.

7. Make a collection or bring pictures of 5 simple playthings suitable for a child under 5. Tell why you chose each one and at what age a child would enjoy it most.

8. Plan and give a party, out of doors or indoors, for a group of children under 10 years of age, and be responsible for the games and simple refreshments. 70/

Some of the leaders feel that this project may help the girls in choosing a vocation as Josephine Schain states, "The child nurse badge may show her that she likes children so much that she will prepare to become a kindergartner or a teacher in a nursery school."71/ It also enables girls to understand their own brothers and sisters better, and therefore they will be more willing to cooperate in the care of them in their homes.

Child Development Work in Girl Reserves 72/

The Girl Reserve organization includes girls from 12 to 18 who are a part of the Y. W. C. A. Their organization is usually approved by the local Board of Education and they work in connection with the schools.

Their program is based on the interests of the girls themselves and is initiated by them with adult supervision. It is their program to plan and theirs to carry out. The child development part of the program varies with the age of the girls.

The grade girls confine most of their work to toy making for children and planning parties for children. In the execution of these plans, the girls are given lectures on how to care for children and how to entertain the small children at the parties.

The junior high school group of girls have a club period every week in the school and each of the following meetings, business meeting, hobby meeting, social service, and social meeting, is held once a month. During the hobby meeting discussions are held on the home and the girl's relation to the home and other members of the family. About one to six weeks are devoted to first aid and child nursing.

The program for child development is not definitely outlined but is taught informally with their other project work. The senior high schools have a more definite procedure outlined in this direction. Some of their hobby programs deal with training for motherhood, child care, and family relationships.

70/ Girl Scout Handbook. 1933.

71/ Schain, Josephine. Helping Girls to Grow Up, Journal of American Association of University Women, Vol. XXVI, No. V, June 1933, P. 213-216.

72/ Cook, Mabel, Conference with. In Charge Girl Reserve Department, Washington D. C.

The Western High School Girl Reserve group in Washington, D. C., have observed at the Georgetown nursery group and in some cases have assisted with the recreational work at the nursery school.

Other projects have included assisting at Children's Hospital during the preschool examination clinic. In some cases the girls entertain the children and care for them until the doctor is ready for them, and assist with the weighing and measuring of their children at the clinic.

In 1933, there were 4,740 girls in Girl Reserves in Washington, D. C. with approximately 300,000 girls in the national enrollment. All of these girls during some part of their training have done some work devoted to child development.

Child Development Work in the Junior League 73/

The Junior League is an association which fosters interest among its members in the social, economic, educational, cultural, and civic conditions of their own communities, and makes efficient their volunteer services.

The members do much volunteer work in child welfare under the supervision of doctors, nurses, and professional social workers. In this health work, they take needy children to and from clinics, tutor sick children, serve on committees for buying and managing food for children, cooperate with programs for preventive health, and teach mothers the principles of good nutrition.

The Junior League has done a great deal of work along child welfare lines. In the day nurseries and temporary shelters they have assisted with physical care of infants and children, assisted in their play activities, done sewing, and served on committees of management, purchasing, etc. In nursery schools and kindergartens, the members have assisted in physical care, teaching, and in play activities of the children. They also work in other agencies having to do with child welfare work, specializing in Foster Home Care, children's institutions, child guidance clinics, and juvenile courts.

The children's theatre is another Junior League project. Plays, puppets, marionettes, and movies for children are included in this project. Movies especially adapted for children are sponsored. Performances are given for children in hospitals or arrangements are made for their attendance. Plays are written and adapted to children's interests. In Des Moines, Iowa, the Junior League has as its project the convalescent home for children. 74/ During 1933, forty-four children have received rest, diet, and treatment necessary for proper convalescence. After the child is discharged from the home, instructions are given to the family for making family adjustments and caring for the child after he leaves the home.

73/ Association of the Junior League of America, Inc. Year Book - By-Laws and Standing Rules. 1933-1934.

74/ The Junior League of Des Moines, Iowa. Seventh Annual Report, Constitution and By-laws, 1932-1933.

METHODS OF INTRODUCING CHILD DEVELOPMENT WORK IN A REGULAR 4-H HOMEMAKING PROJECT

Child development material in the 4-H club program must be wisely introduced. It is very important for the leaders to realize from the start that it is undesirable to give club girls the idea that it is their duty to take care of the younger brothers and sisters in the home. Rather, club leaders should consider the work from the viewpoint of stimulating in 4-H club girls a sense of responsibility, enabling them to do things independently with a wholesome understanding of the child's life.

Child Development Interwoven with Other Projects such as Food Preparation, Room Improvement, Clothing, Etc.

The club girls from 10 to 16 have passed the dramatic stage in which they loved to play house, make mud pies, and pretend they were a mother. These younger girls have no maternal instincts now, and the idea of caring for children makes little appeal. Therefore, the work needs to be given incidentally with other projects under way. For example, in home improvement, conveniences for the child in the home may be brought in and if the club girl realizes that her younger brother is learning self-reliance, she will be quick, for instance, to provide a strong box by the bathroom sink so that brother can stand and wash his own hands and face. Incidentally time is saved and a greater appeal is made to the club girl.

If there is a group of girls who have no contacts with children, the best approach is to give them an opportunity to observe children in kindergarten, nursery schools, Sunday school, and other child centers. For the many girls who do have the responsibility for care of children in their own home and other homes, the approach will not be so difficult as they have faced the problems and have had experiences with children.

In an attempt to plan ways in which child development work can be interwoven into the homemaking programs already under way, a suggested list of child development activities pertinent to the project has been given which may be very easily included in any State or county regular 4-H homemaking program. Since the project plans vary greatly from State to State, projects have not been worked out to show how the material may be interwoven, but rather, suggested lists of activities have been worked out to give ideas that may be woven into any program.

In first starting the child development work in the 4-H club homemaking projects, any one State may find it desirable to use only two or three of the suggestions while another State may find it can use nearly all of the suggestions. Due to the fact that State plans do vary, all the suggestions may not fit logically into their present programs, and certain adjustments will necessarily have to be made.

There are several ways in which each State may vary the plan of adopting the suggestions given. Some States may wish to take two or more meetings of the year and devote most of that time to child development material pertinent to the particular project under study, or other States may find it more desirable to interweave the work incidentally.

In approaching the work, the making of toys and selecting of books and toys for children may be a good starting point, especially near Christmas time. An exhibit showing inexpensive home made toys or a demonstration of story telling and games suitable for different levels of development may create interest.

Another interesting approach for these younger girls which gives an opportunity for considerable child development information would be the planning and executing of a children's party. Much worthwhile material could be woven into this project including work relating to refreshments, invitations, stories, songs, games, clothing, table arrangements, gifts, care of children at the party; all of these things being planned and carried out in keeping with the child's interests and needs.

SUGGESTED LIST OF CHILD DEVELOPMENT ACTIVITIES FOR CARRYING OUT AS AN INTEGRAL PART OF 4-H CLUB HOMEMAKING PROGRAM ALREADY UNDER WAY

To give State and county extension workers a more comprehensive idea of what child development material to include in their various homemaking projects, lists have been compiled for each project.

Due to the interests of the younger group of girls it seems feasible to start with a children's party which will bring in much valuable information in an interesting and indirect manner. The following is a suggested list of activities in relation to child development that may be included in any food club work under way. It is suggested that club girls be given opportunity to weave these activities into programs formulated by the girls themselves in their own way.

Food Preparation and Service

I. What will be my part in planning a children's party?

1. Discussion of children's party refreshments.
2. Discussion of children's party invitations and place cards.
3. Discussion of children's stories, songs, and games.
4. Discussion of the care of children at the party.

II. What definite responsibility in the children's party will I carry out?

1. Making and sending out invitations.
2. Making place cards similar to invitations so that children might match them for lunch.
3. Appointing committees and assigning duties.

III. How may I be a good hostess to these young children?

1. Receiving little guests.
2. Games with the children.
3. Songs with the children.
4. Quieting stories before lunch.
5. Ways of helping children to find their places at lunch.
6. Getting children ready to return home.

IV. How may I influence better food habits for my family?

1. Appreciation of the value of food in maintaining health.
2. Calculation of food requirements for my younger brothers and sisters, my parents, and myself.
3. Keeping of health records for my younger sister and brother for at least 6 weeks (weighing every two weeks).

V. What are some of the problems arising from keeping health charts for my younger brothers and sisters?

1. Planning infants' food and feeding schedules.
2. Cultivation of good child feeding habits.
3. Planning diets for the overweight and the underweight child.

VI. How may I plan meals that will contribute toward family happiness and yet save both time and money?

1. Study menu planning in relation to the daily needs of food for the family.
2. Comparison of the nutritive value of the different foods available at home with those foods that may be purchased.
3. Ways of marketing profitably for the family.

VII. How may I prepare wholesome, appetizing breakfasts that will be enjoyed by my younger brothers and sisters on school days?

1. Food requirements for a child's breakfast.
2. Importance of encouraging children to eat a good breakfast before going to school and ways of getting children to eat such a breakfast.

VIII. How may I provide a "winter health garden" for my family?

1. Growing and canning foods - important in children's diets.
2. Storing of foods - essential in children's diets.
3. Planning a canning budget for the entire family.

IX. How may I help my younger brother or sister feed him or herself.

1. Ways of serving food to a small child.
2. Consideration of the attitudes to acquire in regard to a child's food habits.

3. Importance of allowing child to feed himself, and experience the joy of self-help.

X. How may I contribute to the happiness of the child's meal?

1. Importance of serving meals on time.
2. Importance of well-prepared and attractive color of foods served children.
3. Importance of allowing the child to contribute to the table conversation and the ways of encouraging the child in such conversation.
4. Importance of early training in good table manners.

Clothing

In the regular clothing club work, there is an opportunity for much child development material to be interwoven to good advantage. If 4-H club girls are going to make garments for younger members of their families, it would seem advisable for them to have some basis for careful selection of types of clothing they make that will give the greatest mental development to the child.

The following suggested list of child development activities may be called to the attention of 4-H club girls who are about to formulate clothing club programs for the year.

Suggested list of child development activities to include in regular clothing project.	Home activities in which club girl may assist a little brother or sister toward maximum self-development.
I. Make a child's self-help bib. 1. Selection of style that will be educational. 2. Selection of material appropriate to use. 3. Construction of bib for comfort and serviceability.	I. Club girl may teach child to put bib on himself and to keep it in its proper place.
II. Make rompers for the baby. 1. Selection of design affording convenience in care and minimum disturbance to baby in dressing.	II. If club girls made rompers that have full length openings, diaper closings, no collars or cuffs, plenty of fullness in the back, roomy armholes, short sleeves, and length in the

2. Selection of design providing maximum freedom of movement and growth.

3. Choice of material considering the child's comfort and general suitability to the purpose of garments and designs.

4. Choice of color in relation to age of child and practicability of the garment.

lower back for hip movement, the child will not only have more opportunity for growth and freedom but will be less troublesome to those caring for the child because he has been made comfortable and happy.

III. Make dress for little girl.

1. Designs to meet needs of child.
   a. Comfortable.
   b. Convenient.
   c. Simple.
   d. Sturdy.
2. Worthwhileness of good construction.
3. Practical and attractive material.

III. Club girls may teach children self-reliance and independence by allowing them to put on, fasten, and remove their own clothing. A club girl may assist in training her little sister to choose her own dresses, and guide her choice of colors by helping her to select the proper color of hose, etc. to go with her dress. The club girl may also teach the child to take care of her own dresses by hanging them up on hangers.

IV. Make children's ensembles for sunny days.

IV. In making sunsuits for the children, a club girl may encourage children to take sun baths and a cool suit will help to make them comfortable, healthful, and improve their dispositions. The sun suit ensemble serves two purposes, it may be used as an under garment or as a sun suit by itself.

V. Make winter play suit.

1. Design and material.
   a. Keep out cold winds.
   b. Keep out moisture.
   c. Freedom allowed as

V. Club girls may do much to encourage younger members of the family to play out-of-doors in the winter as well. Too often they do not play out-of-doors be-

	well as protection. 2. Construction. 3. Colors. a. Protection. b. Pleasure. 4. Protective head wear. a. Suited to weather. b. Light weight and not restrict child's movements.		cause they do not have the proper clothing. Therefore, if the club girl makes a play suit for little brother or sister, he or she may have normal play in all kinds of weather. Club girls may train child to dress for playing as well as to undress, and to always take good care of his play suit as well as other clothes.
VI.	Make undergarments for children. 1. Style. a. Self-help. b. Comfortable. 2. Materials. 3. Construction.	VI.	Club girls may help to keep children's undergarments in repair, buttoned, and fastenings workable so that child will learn to keep his undergarments as nicely as his outer garments.
VII.	Hold style show for the mothers to see the children's clothing.	VII.	Club girls may explain the good features of the garments to the mothers and friends who attend the style show, thus helping to disseminate to others worthwhile features in children's clothing that make for self-reliance in children.

Home Improvement

In the home improvement work, leaders will, no doubt, find it much easier to obtain the club girl's cooperation in the child development activities connected with this project. This is particularly true because it gives the girls something to do with their hands. Girls like activities in which they may paint furniture, make lamp shades, block prints, etc. They are at the age when they want to rearrange their whole surroundings, so to speak.

In this project, too, girls must be left to initiate much of their own plans with careful and sympathetic guidance. The suggested list for this project is accompanied by suggestions for club girls' activities in the home to help the younger members of the family.

Since a child is often forced to accommodate himself to an adult environment, club girls may do much to find a place for the child who heretofore belonged nowhere.

The following suggestions with leadership may help solve many problems

which might have otherwise meant retarded physical, mental, and social development of the child.

Suggested list of child development activities to include in the 4-H club home improvement work.	Home activities in which club girls may assist little brothers and sisters toward maximum self-development.
I. Creating a happy home.	I. Club girls may become conscious of their part in the home and help fulfill the needs of younger members of the family.
II. Making over a child's room. 1. Furnishings contribute to mental and social development. 2. Furnishings sanitary, durable, easily cleaned, and otherwise suited to child's use.	II. Club girls may paint old furniture or refinish furniture, and make accessories that will be suitable for a child's room.
III. Improve furnishings and equipment for little brother or sister.	III. Club girls may help the child enjoy his home if they realize the developmental needs of the child and help to provide: 1. Small table and chair (child should be consulted in case of the purchase of a new chair, and he should go along and try it out). 2. Lower hooks for clothing. 3. Drawer space within child's reach. 4. Wardrobe for child's clothing (may be made of radio or refrigerator crates).

5. Closet conveniences for child.

6. Equipment for washing to encourage cleaning up (box by bathroom sink, low hooks for towels, wash cloths, toothbrush, etc.).

7. Other conveniences may be developed depending upon the particular home in question.

IV. Creating a play space indoors for the child.

IV. Girls may help child develop his own ideas without family friction. They may paint an old cupboard to provide space for toys which may include: Various-sized blocks, kiddy car, a basket of odds and ends, spools, keys, empty cans, screws, nails, few clothes pins, and many discards of the functioning household; or they may find it easier to provide a shelf for the toys.

V. Creating a play space out-of-doors.

V. Club girls may make a sand box for their little brothers and sisters, and equip it with odds and ends found around the home. Logs, boxes, etc. over which the children may climb offer much enjoyment and muscular development of the children.

Assistance from older brothers may be secured to make the more difficult things as tree swings, teeter-totter, blocks, slides, etc.

Home Management

In some States home management is becoming one of the regular homemaking projects carried on by 4-H clubs. In 1932, there were 38,574 girls enrolled in junior home management clubs. Since the home may be a means of educating

children to assist with the daily tasks of the household as well as to give children an appreciation of the service necessary to keep the household machinery running smoothly and well, it is important for club girls to know in what way they may assist the children to gain these appreciations.

The following suggested list of activities may offer a guide to club girls taking home management who wish also to consider the younger members of their families.

Suggested list of child development activities to include in home management club.	Home activities in which club girls may assist little brother or sister toward maximum self-development.
I. Division of labor within the family. 1. Emphasis placed on the educational values and less emphasis on the amount of assistance rendered. 2. Emphasis on the effective use of time, energy, and abilities.	I. Club girls may assist in the training of the younger members of the family by teaching them to attend regularly to their own personal habits, thus developing early habits of independence and self-reliance. Girls may cooperate with the child in securing the child's assistance in performing household tasks.
II. Learning the use of money. 1. Allowance for children a. When to start allowance. b. Size of allowance. c. When to supplement allowance. d. When to withhold allowance.	II. Club girls may help the younger members of their families get this valuable training in the use of money if they solve the following questions: a. Does my sister or brother receive, according to a well-defined plan, some money, however small in amount, in the spending of which full responsibility is placed on the child? b. Does my sister's or brother's allowance increase in keeping with the responsibility that may be assumed so that by the time high school is reached all personal clothing and school

supplies may be purchased according to a well-defined plan?

c. Does my little brother or sister contribute his or her share to the general routine duties of the household without pay?

d. Do I give my little brother or sister an opportunity to learn the important facts about the family's financial arrangements so that he or she sees the relation of his or her income and responsibilities to those of the entire family?

e. Should I allow my little brother or sister to suffer the consequences of unwise spending?

f. Do I give my little brother or sister an opportunity to learn saving for a concrete object and then help the child to gradually understand the difficulties that are involved in future planning so that the child may meet whatever changes are ahead?

III. The family council.

III. The club girl may help the younger members of her family find a place in the family council and encourage them to share in the affairs of the council, thus giving them added appreciation of the home and the ways in which they may cooperate to make it an even happier home.

PLANS FOR CARRYING OUT A PROGRAM AS A SEPARATE UNIT IN CONNECTION WITH A GENERAL PROGRAM FOR THE OLDER CLUB GIRL

The girls 15 or 16 and older are the girls who frequently have dropped out of 4-H club groups because they have "outgrown" the work. They are more mature in their thinking and the appeal to their future needs has a greater appeal than for the younger group. Therefore, in this group, it is reasonably safe to institute a separate unit in any varied program which club girls of this age may formulate.

Likewise in this group, the child development specialist will approach the subject not from the viewpoint either of the parent or of the children but from the relationship of the family to society.

Girls of this age have a feeling of definite responsibility for the happenings within their own homes. In promoting cooperative relationships with other members of the family, they may develop into active members, contributing much to the happiness of their families, and also gaining experience that will make them better future homemakers.

In dealing with this older group, a more developmental attitude should be taken in regard to the program developed and allowances made for much fluidity in the program itself. For example, a question by the leader as to "what do you now do to help care for younger members of your family?" may bring out problems for discussion. One girl might have the responsibility of seeing that her five-year-old brother is ready for breakfast. She may be so impatient with her brother's slowness in dressing that she would rather dress him herself; she may want to know what a child of this age can do and suggestions as to how to interest the child in doing them.

Leaders who would educate youth in relation to home and family life should have a social rather than ego-centric attitude toward life - an attitude that not only sees the need for legitimate services to others but is prepared and willing to render such services.75/

Miss Gertrude Warren, 4-H club organization, states that "it seems evident that every leader, in planning or revising any such 4-H club program (for older girls), should take into consideration the development of a philosophy of rural life that in turn will equip rural girls to make intelligent decisions; the development of a skilled technic in reaching as many girls as possible; the utilization of all available facts that may be of concern to rural girls; the development of an adequate, well-trained, understanding leadership to guide them; the means of training rural girls to participate in a more satisfying and constructive way in the family group; capitalization on genuine life experiences of

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75/ White House Conference on Child Health and Protection. Education for Home and Family Life. Part I. Century Co., New York. 1932.

the rural girls, which affords unrivaled material in 4-H club work for education of the modern type, to help rural girls to develop along their best lines and at their optimum rate; and scrutiny and evaluation of the activities found in all present programs, to the end that readjustments may be made, will stimulate and maintain the interests of the rural girls, and render possible the development of a successful, full, and enriched life."76/

Due to the interests of this older group, it is desirable to hold the meetings in the evening when the older boys' group may also meet. The group may separate for special project discussions and meet as a unit for general discussion of topics that will be of interest to both groups. A number of community projects may be worked out together. This seems especially advisable during this present emergency period. It is difficult for one group to accomplish anything but when a number suggest possible developments it gives rise to something more practical of accomplishments.

Sufficient time for a social get-together of the two groups will help to keep this older group interested in the program.

Since the older group is more community conscious and has some feeling of responsibility for the younger children with whom they come in contact in their homes and outside of their homes, it would seem that the best approach would be through community projects such as:

1. Making and equipping of community play yards.
2. Making of layettes for needy children.
3. Preparing demonstration kit of infant's clothing.
4. Assisting with plans for baby clinics.
5. Caring for children during community meetings.
6. Gathering and remaking clothing for children's outfits.
7. Raising money to provide undernourished children with milk and cod liver oil.

There is need for many suggestions for interesting approaches which may be carried along with the entire project in order to hold the interest of these girls and to develop a sense of community responsibility.

The community approach has been made in this paper and various community service projects have been worked out to suggest possible procedures to carry out in local communities which will give the girls the desired child development information and also will render a service to the community. There may be many other projects that will grow out of the local needs that may well be carried on in the same way. These older club girls and boys must be left to plan their own program with sufficient suggestions to guide them in developing a worthwhile program.

76/ Warren, Gertrude. Meeting the Needs of Older Rural Girls. Extension Service Circular 180. 1933.

Unit I. Making and equipping a demonstration play yard. (This is a community project in which the older boys and girls may both cooperate in developing a play yard that may be used during farm home demonstration meetings and other farm meetings. Discussions may accompany the project which will be a basis for the planning of the play yard. This may well serve as an example for many rural homes to use in developing play yards in their own homes.)

a. Discussions on:

1. Need for yards and equipment to provide space and constructive activities for children.
2. Problems in management of young children.
3. Safe places for children to play - still capitalizing on children's capabilities.
4. Suitable play equipment in relation to:
   a. Simplicity.
   b. Sturdiness.
   c. Imagination.
   d. Age of child.
   e. Development of child.
5. What one must know to adequately supervise children's play.
6. Ways and means of developing the project.
   a. Place for play yard.
   b. Necessary preparation of yard.
   c. Making of play equipment (sand box, teeter-totters, steps and place for children to climb, tree swings, blocks from mill ends, building boxes, play houses, digging tools, etc.).
7. What children may learn from play life.
   a. Relationship between cause and effect (a little child who purposely throws a rattle on the floor in order to have big brother or sister pick it up for him is not learning this relationship. If crying does not bring the toy back to him he realizes he must not drop it and thus learns this value).
   b. Neatness and tidiness (members of the family should encourage child to put his toys away when he has finished).
   c. Instill a feeling of independence.
   d. Physical development.
   e. Social cooperation.
   f. Appreciation for the beautiful.
   g. Desire for creative effort.

Unit II. Making of layettes for needy children. (This is a worthwhile community project that will give the girls some information on infants' clothing as well. Club girls may work in cooperation with social welfare agencies or other agencies doing something for the needy children. Other agencies might furnish the materials and the club girls furnish time for the making of the garments or the

girls may earn the money for the materials themselves).

Suggestions for easy garments for club girls to make in carrying out this project are:

1. Infant's double-breasted slip.
   a. Style.
      Double-breasted front closing spreads to give room for kicking.
      Easy to make as there are no seams except at the shoulders.
   b. Convenience.
      Garment easy to put on.
      Garment easy to launder.
   c. Comfort.
      Deep armholes and low cut necklines made for comfort in mild climate.
      Soft materials.
   d. Economical.
      Bias slips may be made from 1 2/3 yards of material.
2. Infant's surplice slip.
   a. Style.
      Bias slip cut in one piece.
      Diagonal closing easy to adjust.
   b. Comfort.
      Garments fit loosely to give room for growth.
      Garments fit smoothly with no bunches of material for discomfort.
3. Sleeping bags for infants.
   a. Style.
      One piece with only seam at the shoulders.
      Tie at the neck convenient as it can be moved over as the baby increases in size.
      Full length front opening convenient.
   b. Comfort.
      Double-breasted front keeps the baby warm and well-covered.
4. Sleeping night-gown.
   a. Style.
      Front opening garments are convenient for change of diapers.
      An overlapping front would give added protection.
   b. Comfort.
      Garment long to keep the feet covered.
      Tapes at the neck and sleeves adjust fullness of the garment to the body.

Unit III. <u>To help increase attendance at home demonstration meetings by caring for children while the mothers attend the meetings</u>.

Suggestions for discussions and various activities which might well accompany the project are:

1. What may club girls learn in discussions that may contribute to the success of their project?
   a. Family in partnership.
      1. How mother, father, and other members of the family may supplement each other in bringing up children.
      2. How emotional relations affect younger and older children.
   b. Helping the child make friends.
      1. Worthwhileness of social opportunities in the community. (Ex. Allowing children to play together while mothers attend home demonstration meeting - with 4-H club girls' supervision.)
      2. How the family's ability to make friends and personality affect the child's chances of getting along with people.
   c. Helping the child to gain self-reliance and independence.
      1. Adult attitudes toward self-reliance in children.
      2. Self-responsibility in the early years.
   d. Helping the child to learn property rights.
   e. Behavior problems of children.
   f. Personality development of the child.
   g. Mental development of the child.
   h. Physical development of the child.
   i. Social development of the child.
2. Carrying out of project.
   a. Plans and schedules made to give every club girl an opportunity to care for and make contacts with the children.
   b. Girls encouraged to bring problems to club meeting which have arisen from caring for the children.
   c. Discussion of the problem that the girls bring to the meeting.
   d. What will children be when they grow up?
   e. Succeeding as a family.

Unit IV. <u>Assisting with plans for improving child health conditions in community</u>. (This project gives the club girls an opportunity to learn something about child health and also gain experience in securing cooperation from doctors, nurses, etc. in the community to carry out this project.)

The project may take the following procedure for the year's work:

1. Discussions - preceding the clinic which might well take half the year -
   a. Child health needs of the community.
   b. Child's needs to maintain or improve health conditions:
      1. Food.
      2. Sleep habits.
      3. Sun baths.
      4. Exercise.
      5. Proper and comfortable clothing.

c. What purposeful campaign might club girls carry out to improve and conserve the health conditions of the rural children.

2. Plans for holding a baby clinic (or health day).
   a. Plans and arrangements for securing cooperation of all available specialists, including: Doctors, dentists, ear and nose specialists, pediatrician, nutrition specialist, community nurse, home-economics specialist, professor of psychology, professor of education, and psychiatrist.
   b. Place to hold clinic.
   c. Plan for publicity about clinic which will reach all the rural people and sufficiently impress them with importance of the clinic.
   d. Plans for short lectures to be given to the parents by the various doctors that will help mothers in improving health conditions in the home. Lectures might well be scheduled so that no one lecture appears at the same time affording opportunity for mothers to hear all lectures if possible.
   e. Club girls may assist with the arrangements and rules for the clinic in detail with the doctors and associates.
   f. Club girls may plan schedule for their assistance at the clinic during the examination of the children. They may arrange for suitable play materials there to keep children sufficiently amused while waiting for the doctors.
   g. Club girls may assist doctors and associates in tabulating, interpreting, and summarizing results of clinics which may be of use by the girls as evidence of the need for furthering their project in improving the child health conditions of the community. There may be a need for more milk and cod liver oil in the diets of these children, especially the needy children of the community. This might well be another community project that club boys and girls might carry on.

Unit V. <u>Providing essential foods for needy children</u>. (Milk and cod liver oil.)

Suggested discussions and material to accompany the community service project are:

1. Feeding the family for health and happiness.
   a. Standards for growth and nutrition.
   b. Food for infants, children, and mothers.
   c. Building good food habits.
   d. Overcoming food dislikes and child food problems.
   e. Making meal time a constructive element in family life.
2. Need for milk and cod liver oil in the diets of needy children.
   a. To whom should it go.
   b. Methods of getting this food to the families.

3. Raising money to buy milk and cod liver oil for the needy children.
   a. Suggested list of ways of raising money:
      Food sales.
      Home made ice cream socials.
      Plays.
      Carnivals.
      Musicales.
      Caring for children at fairs and other celebrations.
4. Determine results accomplished after giving the milk and cod liver oil.
   a. Weigh children periodically.
   b. Cooperation of a doctor might be secured for further check on the value of the work.

Unit VI. Gathering and remaking clothing for children's outfits. (This is a community project that might also be carried on in cooperation with social agencies or churches. Club girls may make the materials collected by these agencies into more useful garments.)

Means and agencies to use in carrying out this project and the discussions that may well accompany the project are:

1. Discussions on -
   a. What relationship has the child's clothes to his physical development?
   b. How can a child's clothes be said to influence the development of his personality?
   c. What are the essentials to be thought of in making or selecting clothing for the young child?
   d. What are some of the ways in which useful garments may be made from old clothing?
2. Carrying out of project.
   a. Gather material and sort out material worth renovating.
   b. List children in the community needing clothing and the type of clothing needed.
   c. Made-over problems:
      1. Preparation of material.
         Ripping.
         Cleaning.
         Pressing.
      2. Selection of pattern.
      3. Combination of materials.

SUGGESTED CHILD DEVELOPMENT PROGRAMS FOR ADDITIONAL 4-H CLUB ACTIVITIES

Health, recreation, music appreciation, art, and literature are not

usually classed as separate projects carried on by the States as is the foods, clothing, and home improvement work. Regardless of the type of homemaking project undertaken, it is advisable to widen the scope of the club girls' cultural and social experiences by supplementing with some of these activities.

Each program may include one or more of these additional activities (besides the subject-matter material) in which some attention is paid to child development. However, it is not necessary that each club program contain every one of these additional activities. For example, one or more of the meetings might well be given over to health (health, of course, should be emphasized in connection with all the homemaking projects). Likewise, other meetings may be given over to music appreciation, literature, art, etc.

In all these additional activities, the child development material must be given in such a way that the club girls feel they have gained information of value for themselves as well as for use in helping their younger brothers and sisters.

For example, a club girl may learn to make a picture frame which has a black center for her little sister. Each week she may help her sister select pictures which the child especially likes to put in the frame. The club girl has not only had the satisfaction of bringing happiness to her younger sister, and of making picture frames to use in her own room, but she has also had a part in the development of a finer appreciation for art on the part of her little sister.

Health Programs

In order that health may be sufficiently stressed in 4-H club work, it is desirable to have special health talks on the programs. Club girls may play a large part in bringing good health principles to the attention of other members of their families.

Girls may gain certain responsibilities in regard to the health of a child if they are given food, height, and weight charts and habit improvement charts to keep for their younger brothers and sisters. This will give the girl a feeling of responsibility and importance in regard to the other members of her family. Arrangements may be made for the county health nurse or someone equally well-versed in relation to health principles to come to some of the meetings and discuss with the girls problems that arise from keeping health charts. The girls at this age are a little self-conscious about keeping records of themselves and practically the same values may be gained from discussions and the keeping of charts for other family members as well as for themselves.

It is desirable to have one item devoted to health at each meeting. Different phases of health may be brought out in connection with the different projects under way. The following may give a few suggestions for topics under the various projects:

1. Foods and nutrition.
   a. Health and food habits.
   b. Desirable health attitudes.

c. Why sleep? (Include sleep habits for children).
d. Diet and its importance in relation to health.

2. Clothing.
   a. Posture.
      1. Walking.
      2. Standing.
      3. Sitting.
      4. Exercise for adults and children.
   b. Personal hygiene.
      1. Skin.
      2. Nails.
      3. Hair.
      4. Bathing.
      5. Sun baths (especially for children).
   c. Appropriate footwear.
      1. Fit occasion.
      2. Qualifications of a good shoe.
      3. Relation of footwear to health.
      4. Buying habits in relation to footwear.
3. Room improvement.
   a. Sanitation.
   b. Ventilation.
   c. Furniture heights, etc.
4. Physical care of child (community health nurse).
5. Children's diseases (pediatrician).
6. Community problems in relation to child health (public health doctor).

Recreation

Recreation and the planning for leisure should not be overlooked in regard to rural young people. A recreational period should be a part of every 4-H club program.

The planning of recreational activities that can be enjoyed by the entire family goes a long way in adjusting family difficulties and forming a closer relationship between the members of the family.

Extension workers may develop in club girls a realization of the importance of recreation in the child's life. Too often people say, "Take this box of toys and amuse yourselves" or "Maybe this will keep you out of mischief" which suggests how little they appreciate the part recreation does play in the child's life. Play is more than a mere pastime for a child, it is his business, his day's work, and should be regarded as such by the members of his family.

This discussion in developing changed attitudes on the part of club girls must be informally woven into the discussion in which they themselves are concerned.

Much of this information might come in connection with the making of toys near Christmas time.

Discussions and exhibits of recreational material might follow the following lines:

1. Toys for the infant before he can walk.
2. Toys for the development of strength and skill.
3. Toys for constructive and creative play.
4. Toys for dramatic, initiative, and imaginative play.
5. Toys for social development.
6. Toys for artistic developments, arts, crafts.
7. Toys that stimulate knowledge and aid in school activities.
8. Toys leading to an interest in science and mechanics.
9. Toys for hobbies and special interests.
10. Make home made recreational materials.
    a. Blocks from mill ends.
    b. Sand pile and equipping it with odds and ends to be found around the home.
    c. Teeter-totters.
    d. Tree swing.
    e. Play houses.
    f. Turning bars and slides (with assistance of older brother).
11. Planning a vacation which all members of the family may enjoy.
12. Movies and their effect on:
    a. Conduct.
    b. Sleep.
    c. Emotions of children and youth.
    d. Health.
13. Movies for children.
    a. What should be known about movies before a child is allowed to go?
    b. How can a child be helped to gain most value from the movie?
        1. How old should a child be before allowed to go to movies unaccompanied by an older person.
        2. How can the child be helped to criticize the plot, characters, to distinguish false from true, the ugly from the beautiful, and gradually to learn what contributes to the permanent satisfaction of life.
        3. Why should we guard against over-indulgence in motion pictures to the exclusion of other desirable activities.
14. Games for the family.
15. Games children enjoy.
16. Toys made from discards of household equipment.

Music Appreciation

It is well for 4-H club young people to gain an appreciation of cultural things which will enable them to gain more pleasure from life. Some States have music memory work in which 4-H club girls and boys learn interesting little stories of the composer, his life or perhaps some incident connected with the writing of certain music which gives the music selections a greater meaning. "Musicales" and teas at which selections for the coming year may be given serve as an interesting approach which stimulates interest. If there are nursery

schools or kindergartens in the vicinity of the clubs, it may be desirable for 4-H club girls to visit the music hours of the children and see the dramatization and the songs children enjoy.

A 4-H club girl may be regarded as the family musician, and through discussions of music, the composers, incidents in connection with the writing, songs children enjoy, the 4-H club girl will be able to influence the appreciation of better-music in their own homes.

Singing and music at club meetings has a socializing effect not achieved in other ways.

Art

In giving youth an esthetic training, this mechanical age competes with all the comforts and conveniences it brings, tending to deprive our boys and girls of something very vital - the wonderful opportunity to experiment and create for themselves.

We do not expect every child to become a painter, even in the same family, children differ enormously in aptitudes and predilections. But through some emphasis on art, club people will have gained an appreciation of painting and the plastic arts.

Much of the art work may come incidentally with room improvement work. Other more formal discussion may be included regarding:

1. Painting materials.
   a. Make black boards in easel for child.
   b. Guidance to give child in painting.
2. Work with clay and other plastic materials.
3. Block printing children's designs that may be used to decorate accessories in a child's room.
4. Scrapbooks for picture collections.
5. Bulletin board in child's room (provide a place for pictures, clippings, and other material of interest to child).
6. Picture frames (for children the picture framemay have a black center and each week a child can pick out a different picture to put in).
7. Famous pictures and painters.
8. Trips to art galleries.

Literature

In some States traveling libraries for 4-H club use are being placed in several counties, in four of which reading has now been made a club project. In some cases library extension workers have talked to clubs discussing good reading for young people.

Due to the fact that time will not permit formal projects devoted to literature for club people, only a few meetings can devote time to this phase.

It would be desirable to have a State library extension worker, or county librarian, or city librarian speak at club meetings on some of the following topics:

1. Books for adolescents.
2. Reading center in the home.
3. Books and reading.
4. Selection of books for children which may bring out the following:
   a. Is the book suited to the mental age of the child?
   b. Is the subject matter interesting to particular child in mind?
   c. Is content of book worth while?
   d. Is the content of book childlike and desirable throughout?
   e. Is the book well bound and durable?
5. Ways of encouraging reading in leisure time.
6. Child and his book.
   a. Teach child to respect and handle books carefully.
   b. Teach pride in ownership of his own bookcase.
   c. Know possibilities of books and be able to help child get most out of books.
   d. Know requirements of good book and where to find them.

If a good reader is available in a community, a short story read at a club meeting will help arouse interest in reading.

SUMMARY

This study reveals the need for child development training in the 4-H club girls' program. There is only a fraction of one percent of the population now receiving this training in a systematic way.

Rural girls need this training because they have much responsibility for care of the children in their own homes, their families are larger than city families, they want vocational training in which child development may help direct them, and they want a better understanding and development of their own personalities. Rural girls generally marry earlier and they need training for their future homes in which they may be a wife and mother. At the present time there is no systematic way in which rural girls may develop a vision of a better family life.

The proposed child development training in 4-H club work can be best introduced differently for the various age groups. The plans for the younger group from 12 to 16 years can be introduced as an integral part of the homemaking program already under way. More interest shown by the older club girls from 16 and older makes it possible to develop the work as a separate unit accompanied by community service projects.

The plans developed in the study may be introduced into any State program giving the club girls a better vision of a family life pattern, a greater

appreciation of their part in their family circle, and an appreciation of the help they may give younger members of the family for greatest mental development.

Girls will gain most from a child development program that grows out of their own experiences and the ones in which they have a part in planning.

Suggestions for programs made in this study are given only as a guide for richer and more worthwhile 4-H club programs.

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Teaching of Child Development Through 4-H Club Work

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